

## 30728 - Projects 5

### Información del Plan Docente

<b>Academic Year</b>	2018/19
<b>Subject</b>	30728 - Projects 5
<b>Faculty / School</b>	110 - Escuela de Ingeniería y Arquitectura
<b>Degree</b>	470 - Bachelor's Degree in Architecture Studies
<b>ECTS</b>	12.0
<b>Year</b>	4
<b>Semester</b>	First semester
<b>Subject Type</b>	Compulsory
<b>Module</b>	---

### **1.General information**

#### **1.1.Aims of the course**

C.E.33.OB To eliminate architectural barriers

C.E.36.OB Design and execution of development projects

C.E. 39.OB Draw up functional programs

C.E. 50.OB Study method of social needs and quality of life

C.E. 51.OB Proper knowledge of sustainability by preserving the environment and ecology

C.E. 52.OB Well knowledge of the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundations, aesthetics and theory and history of fine arts and applied arts

C.E. 57.OB Proper knowledge of civil, administrative and planning regulations

C.E. 58.OB Feasibility analysis capacity and coordination of integrated projects

#### **1.2.Context and importance of this course in the degree**

Projects class, climbed on the shoulders of the other subjects, constitutes then the complete experience that coagulates the technical and constructive knowledge of a history turned memory. The exercise has, from this point of view, the ambition of achieving a global understanding of the project fact. Its development intends to be progressive, incorporating to the complexity of those other subjects the attention to different issues that we raise in the theory of the project -the form of the function, the space of a place, the time of a memory- like the structure and construction of an order and composition.

### **1.3.Recommendations to take this course**

To take this course, it is recommended to have passed the previous subjects in the area: Architectural Project 3 and 4.

## **2.Learning goals**

### **2.1.Competences**

C.E.33.OB To remove architectural barriers

C.E.36.OB To develop, execution and management of different levels of architectural project

C.E.39.OB Capacity to develop functional programs

C.E.50.OB Method of study on quality of life and social groups

C.E.52.OB Well knowledge of Western Architectural and urban planning traditions

C.E.57.OB Well knowledge of Civil Regulation, Administrative Regulation and Technical Regulation in the Building Sector

C.E.58.OB Feasibility analysis and Project Coordination

### **2.2.Learning goals**

**Student must demonstrate the necessary knowledge and professional ability in order to:**

To undertake a previous analysis that needs an architectural project

To manage its graphic expression

To organize functional programs

To know different design strategies

To engage with the architectural history

To handle the different known models

**In order to achieve:**

To tackle the project from the idea

The capacity to dialogue with our own reality

Link creative reason and idea built

### **2.3.Importance of learning goals**

This process of incorporation of the various issues that determine the architectural project, needs to be fully mastered by the student to start a necessary process of opinion and research that will advance their own self as an architect for a time in which he will be the upcoming protagonist. To train in this upcoming reality implies the will to transform that reality

### **3.Assessment (1st and 2nd call)**

#### **3.1.Assessment tasks (description of tasks, marking system and assessment criteria)**

**The student must demonstrate that it has achieved the intended learning outcomes through the following evaluation activities**

#### **Evaluation systems**

- Attendance Written/ Graphic test
- Non-attendance education, directed, with oral presentation
- Non-attendance education, directed, without presentation
- Attendance education
- Oral presentations and discussions.

#### **Evaluation as ongoing process that test:**

- Use of concepts
- Clarity in designing
- Idea development process

#### **Evaluation criteria**

- Project presentation 50%
- Personal contribution 50%

## **4.Methodology, learning tasks, syllabus and resources**

### **4.1.Methodological overview**

**The system of teaching and learning is based on the practiced exercise of concepts and ideas.** Thus, teaching is proposed in mirror halves.

The first teaching method is one of discovery. The teacher explores a new geography of concepts with the student, making the classroom the room for new ideas. The new lecture is now a tactic in the field. The teacher marks with those ideas, conceptual places where students lock their future operations of design. It identifies strategically a new map, a new place. This conceptual space, once those workshops, is now inhabited by students in a new positive attitude.

A second teaching consists of the creation and management of concepts. In this new room students manipulate and relate those concepts to explore the possibility of generating their own, under the premise of always being credible and scientifically demonstrable. In this active process of constructing knowledge, concepts take on a multiplicity of meanings: the multiple definitions of the same concept / idea in a given context. Students inhabit with their ideas that conceptual place drawn by the teacher, where students and teacher engaged in the work of discovery.

### **4.2.Learning tasks**

Contemporary anatomy, structure and density versus space and place.

This process, real hidden soul of his work, offers to students a new vision where he sees and incorporates himself as a new investigator of space and his place from a new and contemporary reality, the own.

#### **Workshop: space (project)-structure (technique) - location (city)**

We believe that throughout history, the way to settle the various strands and keys that have shaped the architectural project have changed. Technique and space are two arguments that have repeatedly been built in different dialogues, the story of a thought and of an architectural fact. In this dialogue and its results, the student is incorporated as an actor in an upcoming contemporary. Our mission is to discover the connection that our contemporary established, again, between space and technique and with it the future architectures derived from them

### **4.3.Syllabus**

#### **The three views**

The journey through this new subject, passes vertically into three stages. Three stages assigned to three different ways of looking. First, look in the eyes of others: know what the others saw. This is followed by the construction of its own view, learning to look the same. And finally look what is not looked: light the unseen. Its goal will be scanning new realities. The look is investigating, making the architectural design the best act of creative reason.

As way to "understand and see" these three perspectives, it is intersected the methodological argument with a teaching action workshop that unfolds Integration under these looks. This is a workshop that is developed with the ambition to integrate the space -as an architectural project-, structure -as a technique- and location -as city.

#### **4.4.Course planning and calendar**

Every project has seven consecutive sessions:

Session 1: Presentation of the project and itinerary

Session 2-5: Research Literature/ Research Work/ Research Workshop

Session 6: Final Presentation

Session 7: Final Review

#### **Activities:**

1. Theoretical classes
2. Activity Workshop
3. Critical Review
4. Seminar Program

#### **4.5.Bibliography and recommended resources**

- [El laboratorio doméstico] - Ábalos, Iñaki. La buena vida : visita guiada a las casas de la modernidad / Iñaki Ábalos . 1ª ed., 7ª tirada Barcelona : Gustavo Gili, 2008
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- [Arquitectura de la literatura] - Zambrano, María. Algunos lugares de la pintura / María Zambrano ; recopilación, Amalia Iglesias . 1a. ed. Madrid : Eutelequia, 2012
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